



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports



# PBIS PROFESSIONAL DEVELOPMENT BLUEPRINT

Version 4 | January 2026

# PBIS Professional Development Blueprint

Center on Positive Behavioral Interventions and Supports  
U. S. Department of Education, Office of Special Education Programs  
and Office of Elementary and Secondary Education

Version 4.0 | January 2026

[www.pbis.org](http://www.pbis.org)

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S230002). Sunyoung Ahn PhD served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Lisa Powers, Tim Lewis, Jamie Grieshaber, Heather Hatton, Kent McIntosh, & Brandi Simonsen led the development of this blueprint.

## **Suggested Citation for this Publication**

Center on PBIS (January 2026). *PBIS Professional Development Blueprint*. University of Oregon. [www.pbis.org](http://www.pbis.org).



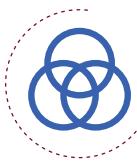
CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## TABLE OF CONTENTS

<b>INTRODUCTION . . . . .</b>	<b>5</b>
Effective PD . . . . .	5
PD Across the Implementation Cascade . . . . .	6
Purpose . . . . .	6
Organization . . . . .	6
<b>SECTION 1: IDENTIFY CORE PD CONTENT AND IMPLEMENTATION SUPPORTS . . . . .</b>	<b>7</b>
Assess PD Needs . . . . .	7
Develop PD Curricula . . . . .	7
Plan PD for Each Implementation Phase . . . . .	9
<b>SECTION 2. DEVELOP A COMPREHENSIVE PD PLAN . . . . .</b>	<b>11</b>
Determine PD Strengths and Needs of Implementers . . . . .	11
Create Differentiated Action Plans for Implementing PD . . . . .	13
Establish a Long-Term Plan to Sustain PD . . . . .	13
When . . . . .	14
How . . . . .	14
Who . . . . .	15
What . . . . .	16
<b>SECTION 3: EVALUATE PD IMPLEMENTATION AND OUTCOMES . . . . .</b>	<b>17</b>
Use Multiple Data Sources Over Time . . . . .	17
Enhance Implementation Efforts for Continuous Improvement . . . . .	18
<b>SECTION 4: BUILD AND SUSTAIN LOCAL PD CAPACITY . . . . .</b>	<b>19</b>
Resources for Supporting PD Providers . . . . .	19
Approaches for Developing Local PD Capacity . . . . .	19



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

<b>CONCLUSION</b> . . . . .	<b>20</b>
<b>REFERENCES</b> . . . . .	<b>21</b>
<b>APPENDIX A. PROFESSIONAL DEVELOPMENT PLANNING ACTIVITIES</b> . . . . .	<b>23</b>
<b>APPENDIX B. TEMPLATE AND EXAMPLE OF DISTRICT PBIS PD PLAN WITH TRAINING CONTENT AND COACHING ACTIVITIES</b> . . . . .	<b>26</b>
Pre-Planning PD Topic and Sequence . . . . .	26
Example District PBIS PD Plan . . . . .	28
<b>APPENDIX C. PBIS SYSTEMS TRAINER/COACH SELF-ASSESSMENT</b> . . . . .	<b>29</b>
PBIS Systems Trainer/Coach Self-Assessment . . . . .	29
Glossary . . . . .	30
Knowledge . . . . .	31
Skill . . . . .	33
Support/Access . . . . .	35
Summarize PD Goals . . . . .	36
<b>APPENDIX D. PBIS TIERS 1–3 TRAINERS/COACH SELF-ASSESSMENT</b> . . . . .	<b>37</b>
Glossary . . . . .	38
Tier I – Training, Technical Assistance & Data Collection . . . . .	39
Tiers 2 & 3 – Training, Technical Assistance & Data Collection . . . . .	41
Summarize PD Goals . . . . .	43
Embedded Hyperlinks . . . . .	44

## INTRODUCTION

This Professional Development (PD) Blueprint equips positive behavioral interventions and supports (PBIS) **leadership teams, trainers, and coaches** with the information, tools, and resources needed to (a) identify core PD content and implementation supports, (b) develop a comprehensive PD plan, (c) evaluate PD implementation and outcomes, and (d) build and sustain local PD capacity.

PBIS is a multi-tiered system of support (MTSS) framework that emphasizes **equitably** (a) using **data** to guide decision making for continuous improvement, (b) developing and implementing a continuum of culturally relevant and evidence-based **practices** matched to students' strengths and needs, and (c) and investing in **systems**—including PD—to support educators' effective implementation and improve locally meaningful student **outcomes**.

### Effective PD

Building internal capacity to support PBIS implementation, maintenance, and scaling requires effective PD (Fox et al., 2021; Horner et al., 2017; Kittelman et al., 2020; Sugai et al., 2016). **Effective PD** includes three main functions to promote sustained high-fidelity implementation: training, coaching, and

"Professional Development should not be seen as an event, but as a mindset and a way of life. It is a commitment to continuously improving oneself and one's practice, with the ultimate goal of positively impacting the lives of those we serve" (Knight, 2017, pg. 6).

evaluation (see **Figure 1**; Darling-Hammond et al., 2017; Wilkinson et al., 2020).

- Explicit **training** provides a clear rationale, detailed explanation, effective modeling, and practice opportunities with feedback. Effective training supports implementers' acquisition of **knowledge and skills**.
- Ongoing **coaching** includes prompts and supportive performance feedback to bridge the training-to-practice gap. Effective coaching aids implementers in developing the skill fluency necessary for **high-fidelity implementation**.
- Reflective **evaluation** allows individual implementers and leadership teams to identify strengths and needs, monitor implementation fidelity and outcomes, and adjust implementation and the PD plan, as needed. Effective evaluation promotes **continuous improvement**.

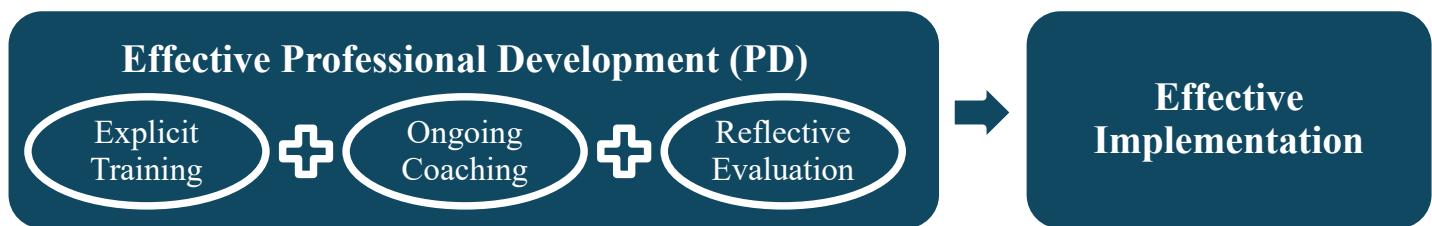


Figure 1. Components of Effective PD Promote Effective Implementation

## PD Across the Implementation Cascade

Throughout this Blueprint, we discuss PD at three common implementation levels—state, district, and school—in the implementation cascade (see **Figure 2**). Historically, state trainers and coaches have delivered PD in PBIS to individual school teams. In the last decade, many states have shifted their support to district or regional PBIS leadership teams, who then provide PD to individual schools within their district or region. This shift in focus is noted throughout this blueprint with specific examples.

## Purpose

At each implementation level (e.g., state, district, school), this blueprint guides leadership teams to build and maintain a contextually and culturally relevant PD system tailored to the changing needs of the educators, students, families, and other partners. Specifically, this blueprint provides a framework to assist state, district, and school leadership teams to:

- Identify core PD content to match local strengths, needs, and context,
- Develop a comprehensive PD plan,
- Evaluate PD implementation and outcomes to promote continuous improvement, and
- Build and sustain internal PD capacity.

In other words, this blueprint is a guide to developing and implementing effective PD systems to support PBIS implementation, sustainability, and scalability. This blueprint is *not* a PD curriculum or training package, and it is *not* a comprehensive introduction to PBIS.

For more information about PBIS implementation and evaluation, check out the [PBIS Implementation Blueprint](#)<sup>1</sup> (Center on PBIS, 2023) and [PBIS Evaluation Blueprint](#)<sup>2</sup> (Center on PBIS, 2020). This PD Blueprint is intentionally designed to be used in conjunction with content, material, and guidance found in the companion blueprints.

## Organization

The PD Blueprint is organized into four main sections: (1) identifying core PD content and implementation supports, (2) developing a comprehensive PD plan, (3) evaluating PD implementation and outcomes, and (4) building and sustaining local PD capacity. Following these sections, appendices provide tools and examples. Across sections, we use implementation phases (i.e., getting ready, getting started, and getting better) to organize implementation supports over time and a multi-tiered approach to PD to differentiate support.



Figure 2. Implementation Cascade: From State Support to Student Benefit (reprinted from Center on PBIS et al., 2022)

## SECTION 1: IDENTIFY CORE PD CONTENT AND IMPLEMENTATION SUPPORTS

A critical part of an effective PD system is selecting content that is relevant to the local context, local implementors, and the staff, students, and families supported by PBIS. This section provides guidance on how to (a) assess PD needs to identify core PD content, (b) develop PD (training and coaching) curricula, and (c) plan PD across implementation phases (getting ready, getting started, getting better).

### Assess PD Needs

To identify core PD content, leadership teams first assess overall PD needs by examining implementation fidelity and outcomes.

**Assess Current Implementation Fidelity.** Leadership teams can review relevant **fidelity tools** at the state (*State Systems Fidelity Inventory [SSFI]*),<sup>3</sup> district (*District System Fidelity Inventory [DSFI]*),<sup>4</sup> and school (*Tiered Fidelity Inventory, [TFI]*)<sup>5</sup> to assess critical features of PBIS implementation. Two sections in the SSFI and DSFI focus specifically on training and coaching, and the TFI includes items focused on training and coaching within the systems subscale. Leadership team members, with the help of an external coach, can use fidelity data to identify implementation needs and prioritize content for PD.

**Assess Current Implementation Outcomes.** In addition to fidelity data, teams can use a range of outcome data to identify PD needs, including (a) indicators of students' academic, social, emotional, and behavioral skill growth; (b) student attendance

and chronic absenteeism; (c) student, family, and staff perceptions of school climate; (d) rates of exclusionary discipline (office referrals, suspension, expulsion); and (e) other relevant data. In addition, leadership teams can examine these data overall (aggregated) and by student group (disaggregated) to identify areas for further PD related to equitable implementation for all student groups.

**Identify Core PD Content.** By examining implementation fidelity and outcome data, leadership teams may identify gaps in implementation that need to be addressed by selecting and installing new practices, systems, or data features or by refining and enhancing implementation of existing features (see *PBIS Implementation Blueprint*<sup>6</sup> for guidance). In either case, leadership teams identify the **core features**—actions that facilitate implementation of PBIS practices, systems, and data—that need to be implemented or enhanced to promote sustained high-fidelity implementation and improved student outcomes. Then, they develop PD curricula to explicitly train and coach those core features.

### Develop PD Curricula

After assessing PD needs and identifying core PD content, state leadership teams can develop standard PD curricula to support general PBIS implementation within the state. District and school leadership teams can further contextualize implementation based on local strengths and needs. At each level, leadership teams, trainers, and coaches (a) design explicit training



CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

and coaching for each core feature and (b) sequence training within the PD curriculum.

### Design Explicit Training and Coaching for Each Core Feature.

For each core feature of PBIS implementation, leadership teams, trainers, and coaches design explicit training and coaching to optimize implementation. As described in the introduction, effective training provides a rationale and explanation of core feature, effectively models, provides practice opportunities, and results in detailed action plans that include ongoing coaching to support implementation (see **Figure 3**).

**Sequence Training within PD Curriculum.** The PD curriculum includes explicit leadership team training and coaching (Figure 3) for each core feature, arranged in a logical sequence to support overall implementation of PBIS. Given the importance of contextualized

implementation, there is not a single pre-packaged curriculum for implementing PBIS. Instead, the core features of PBIS are clearly delineated in the [\*PBIS Implementation Blueprint\*](#).<sup>7</sup> In addition, many regional and state technical assistance groups freely publish and share curricula based on the essential elements of PBIS, including:

- [Florida's Positive Behavioral Interventions and Supports Project](#)<sup>8</sup>
- [Michigan MTSS Technical Assistance Center](#)<sup>9</sup>
- [Midwest PBIS Network](#)<sup>10</sup>
- [Missouri School-wide Positive Behavior Support](#)<sup>11</sup>
- [Northeast PBIS Network](#)<sup>12</sup>
- [Northwest PBIS Network](#)<sup>13</sup>

1. Provide a clear **rationale** and detailed **explanation** of core feature

2. Plan effective **modeling**, with a range of examples (and non-examples), to promote generalized implementation

3. Arrange **practice opportunities** for teams to apply content during structured activities with **supportive feedback**

4. Promote implementation with detailed **action plans** to support implementation in natural context, including plans for **ongoing coaching**

Figure 3. Key Steps in Explicit Leadership Team Training

## Plan PD for Each Implementation Phase

Implementation is not always linear and differs based on a variety of state, district, and school characteristics. When developing a sequence for PD, leadership teams benefit from considering their implementation phase. Implementation phases guide how and when training and coaching activities are delivered to achieve PD outcomes (see **Figure 4**).

- **Getting Ready: Planning for PBIS Implementation.** In this phase, PD focuses on readiness activities, including obtaining commitment to PBIS implementation, engaging in explicit leadership team training, and setting up conditions for implementation to take place (e.g., planning, securing resources, developing implementation materials). The outcome of PD during this phase is a detailed action plan to guide initial implementation.
- **Getting Started: Initial PBIS Implementation.** In this phase, PD focuses on supporting educators to implement PBIS practices more effectively and consistently, optimizing systems to support initial implementation (e.g., differentiating training and coaching), and using data to refine implementation of PBIS practices and systems. The outcome of PD during this phase is high-fidelity implementation.

- **Getting Better: Continuously Improving Implementation Fidelity and Outcomes.** In this phase, PD focuses on continuously improving the effectiveness, efficiency, sustainability, and scalability of PBIS implementation. In this phase, teams review aggregated and disaggregated fidelity, student outcome, social validity, and other sources of data to note areas of strength to maintain as well as areas to improve. Leadership teams may provide (a) explicit training to new staff or to all staff on new areas of implementation (e.g., advanced tiers) and (b) ongoing coaching to support sustained and enhanced implementation. The outcome of PD during this phase is enhanced, sustained, and scaled implementation.

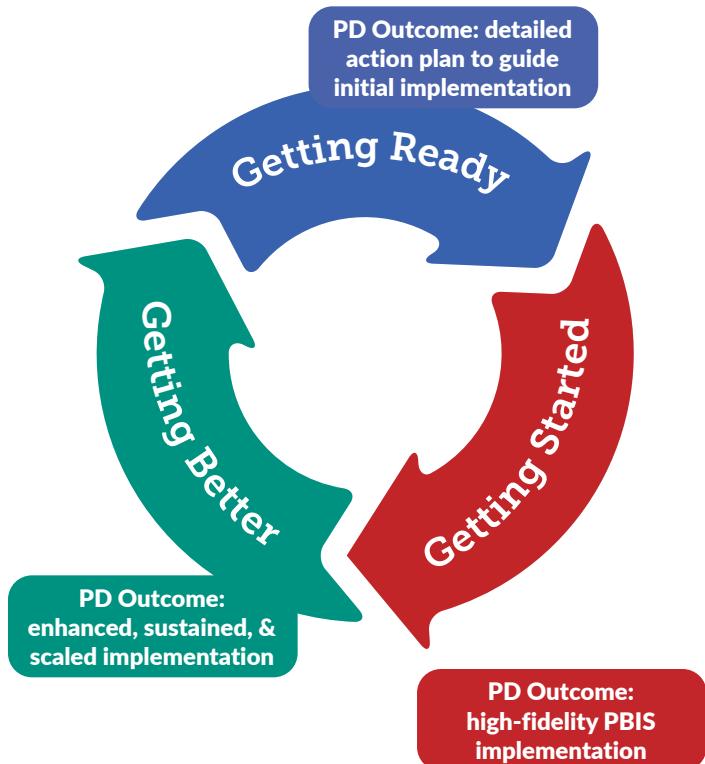


Figure 4. Simplified Implementation Phases with PD Outcome



To get ready, get started, and get better, teams can use guiding questions in **Appendix A**. In addition, **Table 1** presents an example PD sequence with related activities, data sources, and resources by implementation phase, and **Appendix B** shares a template for designing a PD plan and examples of PD plans.

**Table 1. District Leadership Team Activities and Associated Data Sources and Systems by Phase of Implementation**

Phase	Activities	Associated Data Sources	Resources/Systems
Getting Ready	<ul style="list-style-type: none"><li>Build and support implementation support team</li><li>Conduct resource alignment</li><li>Establish PD goals</li><li>Develop and review PD plan</li></ul>	<ul style="list-style-type: none"><li>Organizational chart</li><li>Job descriptions</li><li>PBIS Tiers 1, 2, and 3 Trainer/Coach Assessment</li><li>PBIS District Systems Trainer/Coach Assessment</li><li>Annual evaluation</li><li>Partnerships/initiative database</li></ul>	<ul style="list-style-type: none"><li>Scheduling</li><li>Data collection</li><li>Information Management</li><li>Data visualization</li><li>Data-based decision making</li></ul>
Getting Started	<ul style="list-style-type: none"><li>Collaborate with HR (hiring, job evaluation)</li><li>Collaborate with implementation support team<ul style="list-style-type: none"><li>Provide differentiated outreach to partners</li><li>Provide differentiated training activities to implementers</li><li>Provide differentiated coaching activities to implementers</li></ul></li><li>Review progress toward action plan goal(s) regularly (quarterly)</li><li>Conduct DSFI</li></ul>	<ul style="list-style-type: none"><li>Employee mobility</li><li>Organizational health</li><li>SAS</li><li>TFI</li><li>Outcome data</li><li>Social validity data</li><li>Progress monitoring reports from Implementation support team</li><li>DSFI</li></ul>	<ul style="list-style-type: none"><li>Scheduling</li><li>Communication</li><li>Data collection</li><li>Information management</li><li>Data-visualization</li><li>Data-based decision making</li></ul>
Getting Better	<ul style="list-style-type: none"><li>Disseminate annual evaluation</li><li>Engage in continuous improvement cycle</li></ul>	<ul style="list-style-type: none"><li>All above</li></ul>	<ul style="list-style-type: none"><li>Scheduling</li><li>Communication</li><li>Data collection</li><li>Information management</li><li>Data visualization</li></ul>

## SECTION 2. DEVELOP A COMPREHENSIVE PD PLAN

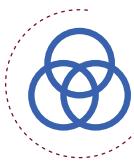
A comprehensive, contextualized PD plan prioritizes the core content, developed in the prior section, by (a) determining PD strengths and needs of each group, (b) creating differentiated PD action plans based on data, and (c) establishing long-term plans to sustain PD.

### Determine PD Strengths and Needs of Implementers

In section 1, leadership teams consider the overall implementation fidelity and outcomes to plan PD content. In this section, leadership teams develop a plan to roll out PD for each audience. They consider the PD strengths and needs of implementers in the local context, including the expectations, knowledge, skills, and materials suited to each implementer and community partner group. Data sources to identify PD needs may include measures of (a) time to achieve competency, (b) employee performance improvement, (c) faculty/staff attendance and turnover, (d) social validity or evaluation of training and coaching supports, (e) direct measures of implementation (e.g., classroom observations), and (f) use of student outcome data to further inform strengths and needs to be supported by training. Leadership teams may also consider return on expectation (ROE; i.e., how well the training meets participants' goals or expectations) and return on investment (ROI; i.e., how well the training results in desired outcomes) for PD.

Second, trainers and coaches may group PD participants for training and coaching activities based on (a) an evaluation of present level of knowledge, skills, and implementation and/or (b) their role. Though all staff and partners (e.g., leadership team members, educators, community partners) should receive common PD regarding the critical features of PBIS at all tiers, the bulk of the content is more effective when it is differentiated based on the role of the implementers and the context of implementation.

PD providers and coaches select strategies based on the group receiving PD (e.g., all implementers, some targeted groups of implementers, few individual implementers). PD provided to targeted groups of implementers may focus on initial implementation of a tier, building fluency, or developing specific skill sets. PD provided to individualized staff or partners includes content and support matched to individual needs. In other words, trainers and coaches can use data to match PD opportunities to identified needs. **Table 2** provides a sample of PD needs by group within a district.



**Table 2. Sample District PD Needs by Tier and Group**

Implementers	Tier 1 All Settings	Tier 1 Classroom	Tier 2
District Leadership Team			
Building Administrators	  	  	  
Tier 1 Building Teams	  	  	
Tier 2/3 Building Teams			  
Teachers <sup>1</sup>	  	  	 
Related Service Providers <sup>2</sup>	  	 	  
Other Partners <sup>3</sup>			
Trainers	  	  	  
Coaches	  	  	  

=Training; =Coaching; =Evaluation; 1=general education, special education, new teachers, 2=counselor, speech language pathologist, behavior specialist, school psychologist; 3=parents, school board, community organizations.

For all implementation levels, leadership teams, trainers, and coaches design training that is accessible to all educators and partners in multiple formats (e.g., face-to-face training, synchronous online training, asynchronous online training) and based on critical features of effective PD. They also take into consideration the pathways by which educators access the training and ensure training is available to meet the needs of all learners.

## Create Differentiated Action Plans for Implementing PD

Just like educators differentiate their support by implementing a continuum of evidence-based practices to support all students, leadership teams at each level (state, district, and school) differentiate their approach to PD to support all districts, schools, and educators, respectively. Differentiating PD strategies into a tiered PD framework allows leadership teams to maximize training and coaching resources by providing “just right, just in time instruction.” That is, using a tiered, data-informed approach to PD enables leadership teams to effectively coordinate, implement, and monitor implementation strengths and needs. Differentiated support and resource allocation is determined by using data to identify supports needed for all, some, and a few implementers at each organizational level to implement successfully (see example in **Figure 5**).

## Establish a Long-Term Plan to Sustain PD

At each level (state, district, and school), leadership teams develop and monitor a 3-to-5-year PD plan. Implementation and outcome data, along with social validity data, inform the objectives and activities of the PD Plan to ensure all implementers receive appropriate training and coaching to understand and implement PBIS at the universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) levels.

Historically, PD supports focused on half or full day instruction delivered infrequently to large, in person audiences. Research now highlights the need for multiple, embedded differentiated supports, with more

### **Tier 1 /Universal Supports for “All” Staff**

- School coach meetings
- MTSS/PBIS SharePoint site training and resource library
- School team completes Tiered Fidelity Inventory with district coach support
- MTSS/PBIS District Leaders/Coaches attend MTSS/PBIS team meetings
- Technical assistance requests (as needed)
- “Office Hours” on staff workdays
- Monthly MTSS/PBIS coaching newsletter
- Semester data and solution plan review
- MTSS/PBIS positive postcards

### **Tier 2 / Targeted Supports for “Some” Staff**

- Increased number of coaching visits
- Classroom observations with data review debrief
- School administration collaboration (1 each semester)

### **Tier 3 /Intensive Supports for a “Few” Staff**

- MTSS/PBIS District Leaders/Coach support with the TFI completion
- Collaboration with MTSS/PBIS School Coach to plan meeting agendas and action plan items
- Increase number of site visits
- Repeated classroom observation with data review debriefs

Figure 5. Sample Menu of Tiered PD and Coaching Supports from One District

frequency and intensity, into the job (see Observation Checklist for High-Quality Professional Development). These needs necessitate novel approaches to when, how, by whom, and what PD support is provided throughout the implementation cascade.

## When

Finding the time to provide implementation support can present difficulties. Time is a finite resource, and most implementers juggle multiple priorities for PD. With resources stretched tight, trainers and coaches look for ways to get the biggest impact for the smallest investment of time and resources. A few items to consider for scheduling PD supports:

- Some PBIS implementation supports benefit from a dedicated time and traditional format, such as beginning of year PD sessions, initial trainings in schoolwide PBIS implementation, and brief skill-focused trainings during faculty meetings.
- When possible, integrate PD supports into existing systems and structures. For example, instead of scheduling a meeting train a specific PBIS skill, fold the support into existing faculty meetings, team level meetings, or email blasts.
- Know the legal and cultural expectations regarding use of duty and non-duty hours for PD (e.g., stipends for non-duty hours spent engaged in required PD supports).
- Ensure that any training is followed by ongoing coaching support.

Within a state, district, or school, there are likely various pathways and timelines thru PD. Consider the following examples:

- A district designs a set of targeted PD activities for different employee groups within a district both during initial implementation efforts and throughout the ongoing process to keep all informed of the district initiative.
- In a different district, all Tier 1 school teams undergo the same startup training and coaching, albeit in different years.
- In a different school, all members of a school-level team receive the same startup training, but in different years due to team member turnover.
- In another school, training is extended to all employees in a specific category (e.g., administrators, related service providers).

Regardless of the specific pathway or timeline, the PD schedule is designed to ensure all implementers can implement the foundational elements of PBIS with high fidelity.

## How

As described, effective PD includes explicit training, ongoing coaching, and reflective evaluation.

Training activities may be delivered in synchronous, asynchronous, or hybrid formats. Asynchronous training support may be online training modules, podcasts, or printed study materials. Synchronous training support may include face-to-face or online presentations, work sessions, or discussion groups. Hybrid training models may use strategies like flipped instruction to facilitate both asynchronous and synchronous training activities.

Coaching activities may also include synchronous, asynchronous, or hybrid approaches. Asynchronous coaching activities (i.e., video observations, video feedback) allow implementers and implementation providers flexibility with scheduling and completion of tasks. Synchronous coaching activities (e.g., motivational coaching, direct observation, modeling) allow implementation support providers to provide in vivo support and collaboration. Hybrid training models provide ways to transition from more intensive to less intensive coaching support.

The leadership team produces the content and materials for PD and ensures the content is accessible to appropriate educators and partners in a variety of formats.

- Planning for PD relies on an effective **team process**, including (a) team roles and responsibilities, (b) standardized agenda template, (c) data-based decision-making protocol, and (d) action planning protocol.
- Develop a PD **plan** with content and programming for: (a) all staff and community partners, (b) targeted groups, and (c) individuals (see example in **Appendix B**). Topics for targeted groups are based on the specific role/function of the individuals in the group or the specific implementation needs of the group.
- Ensure the PD **calendar** includes all training and coaching activities with synchronous and asynchronous activities. These events are integrated into the yearly calendar and scheduled based on priorities at each implementation level (state, district, school).

- As part of the PD plan, develop an **evaluation** plan to include how the state, district, school will measure (a) participants reaction to training, (b) learning of knowledge and skills, (c) application of skills in real environments, (d) impact on the organizations priorities and goals, and (e) the capacity to sustain and maintain overtime. Leadership team members, trainers, and coaches meet regularly to engage in data-based decision making and continuous improvement regarding their PD plan. Refer to the PBIS Evaluation Blueprint for additional guidance.

## Who

Once data are gathered to identify specific PD needs within their state, district, or school, leadership team members (a) identify activities associated with their PD plans and (b) select who will be responsible for addressing each area of priority. Leadership team members, trainers, and coaches should assess their own knowledge and skills to identify strengths and areas for improvement as they assign roles and responsibilities related to carrying out the PD plan.

State, district, and/or school leadership team members may provide PD independently or in collaboration with PD providers from other implementation levels (e.g., state trainer paired with district trainer; school coach paired with district coach). These partnerships allow resource sharing, promote consistency across implementation levels, and provide mentoring/training between more and less experienced trainers and coaches. At the district and school levels, using a variety of staff among the district/school PBIS

leadership team to provide PD and coaching can tap a wide range of skill sets needed to build comprehensive continua of support, including:

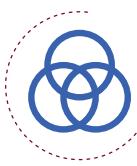
- district coaches (e.g., literacy or numeracy coaches, behavior support personnel)
- administrators (school- and district-level)
- general and special educators
- specialized service providers (e.g., school counselor, school psychologist, speech and language pathologist)

## What

A comprehensive and long-term PD plan provides educators with expert guidance matched to the needs and contextual fit of the state, district, and school. In developing annual and long-term PD plans, adhere to the essential elements of PBIS: use **data** to target need and monitor equitable implementation and outcomes, train and coach on evidence-based **practices** and **systems** features, and continually improve PD to maximize the efficiency and effectiveness of implementation.

As outlined in Sections 1 and 2, differentiating the focus and delivery of PD (a) based on state, district, and school level implementation fidelity and outcome data; (b) by implementation phase; and (c) by/for whom PD is provided (i.e., state PD to build district capacity, district PD to build school implementation fidelity) is critical. Effective PD action plans will primarily differ only with respect to the intended outcomes of the participants with all PD ultimately aimed at improving implementation to improve student outcomes.

Once developed, disseminating the PD plan—including training content, materials, and resources—creates a structured approach to develop common language and establish collaborative learning opportunities for all staff. Utilizing a variety of formats (e.g., website, newsletter, YouTube, social media), leadership teams can post and share materials and resources aligned to priorities (e.g. playbook, implementation manual, job aids, supporting training materials, coaching tools). See examples of an [MTSSB Overview Brochure<sup>14</sup>](#) and [Millard MTSS<sup>15</sup>](#).



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## SECTION 3: EVALUATE PD IMPLEMENTATION AND OUTCOMES

As described in the introduction, effective PD includes explicit training, ongoing coaching, and reflective evaluation. In this section, we focus on reflective evaluation to inform continuous improvement and highlight (a) the importance of using multiple data sources over time and (b) adjusting implementation supports to promote continuous improvement.

### Use Multiple Data Sources Over Time

To support effective PD, leadership teams should collect and use data to evaluate PD and address gaps through a continuous improvement cycle (see [PBIS Evaluation Blueprint](#)<sup>16</sup> at each level.

- State leadership team can examine their own implementation fidelity AND their districts' implementation fidelity and targeted student outcomes.

- District leadership teams can examine their own implementation fidelity AND their schools' implementation fidelity and student outcomes.
- School leadership teams can examine their own implementation fidelity AND their educators' classroom implementation fidelity and student outcomes.

In examining fidelity and outcome data, leadership teams can consider four main actions to take if fidelity is low or high and if outcomes are declining or improving, as depicted in **Table 3**.

Fidelity and student outcomes are two primary data sources to guide PD and coaching activities at the state, district, and school levels. In addition, it is important to assess the perceptions of educators, families, and community members. School climate and social validity surveys can be tailored for each

**Table 3. PD Focus based on Implementation Fidelity and Student Outcomes**

Implementation Fidelity	Student Outcomes	
	Declining	Improving
High	<b>Intensify or Enhance Implementation</b> PD shifts focus to implementation intensity (i.e., dosage), relevance (i.e., contextual and cultural fit), and match (i.e., intervention tier) to increase the likelihood of student success	<b>Sustain and Scale Implementation</b> PD focuses on sustaining implementation and using successful sites (districts, schools, classrooms) as exemplars to highlight in PD activities and promote scaling to other sites
Low	<b>Focus on Fidelity</b> Prioritize PD activities to address the missing elements; for example, support teams to develop and implement action plan based on an appropriate fidelity tool	<b>Examine Fidelity of Other Practices</b> Examine data to understand which practices are contributing to improved student outcomes, and focus PD on maintaining and enhancing those practices in addition to overall fidelity

group to gauge the feasibility, acceptability, and experiences related to implementation efforts, which can then guide PD activities. Additional data points such as perceptions of school safety, can also be important considerations in shaping PD plans. (See *PBIS Evaluation Blueprint*<sup>17</sup> for more details.) In addition to evaluating the implementation and outcomes of PD, leadership teams can use data to support continuous improvement of implementation efforts.

## Enhance Implementation Efforts for Continuous Improvement

At the state, district, and school levels, continuous improvement may occur through plan-do-study-act cycles (Kennedy & Jackson, 2022). That is, as leadership teams at each level “plan” and implement (“do”) PD, they use data to evaluate (“study”) their PD implementation fidelity, outcomes, and perceptions. Finally, they use data to inform how they will “act” to (a) maintain or enhance what is working well and/or (b) adjust or stop what is not working well in their PD.

At the individual implementer level, prompting, progress monitoring, and sharing feedback can support each individual’s continuous improvement process. This involves regular cycles of data review to identify areas that need adjustment in the PD plan with the goal to improve fidelity of implementation and outcomes.

- **Prompt** to help implementers (a) develop fluency with PBIS practices and systems and (b) attain

and sustain elevated levels of implementation fidelity. Prompting activities may include email blasts, targeted email reminders, scheduled or unscheduled observations, assisting schools or individuals in selecting auditory/tactile/visual prompts. These activities are the mechanism for translating knowledge and skills into daily practice.

- **Progress monitor** all implementation activities. This may be global and routine in nature (e.g., annual TFI administration) or tied to specific action plan steps (e.g., monitoring fidelity of check in check out facilitator interactions). Implementation support teams effectively monitor multiple activities and data sources simultaneously throughout the school year through a data-informed decision-making cycle.
- **Share feedback** with implementers, which may include small groups, school teams, and/or individuals. This feedback may be targeted towards all implementers (e.g., celebration of district-level goals met, constructive feedback to inform ongoing implementation of a new practice). In general, coaches should aim to provide more positive than corrective feedback. Additionally, the feedback is primarily owned by the school level teams, small groups, and individuals to make data-informed decisions

Similar approaches can support continuous improvement of PD systems and build local capacity for PD among leadership team members, trainers, and coaches, as discussed in Section 4.

## SECTION 4: BUILD AND SUSTAIN LOCAL PD CAPACITY

In addition to targeting PD for implementers, states and districts should also develop a comprehensive approach to PD for trainers and coaches. Initially, most states, districts, and schools rely on “outside expert” trainers and coaches. To build local capacity, each implementation level (states, districts, and schools) must develop their own “internal experts” who can provide ongoing training and/or coaching. Thus, a comprehensive and long-term PD plan must also include training and coaching for PD providers (e.g., training-of-trainers, coaching-of-coaches) to build local capacity for ongoing PD within each state, district, and school. In this section, we describe (a) resources for supporting PD providers and (b) approaches for developing PD capacity within each state and district.

### Resources for Supporting PD Providers

When implementing effective PD (i.e., training, coaching, and evaluation) and when sharing or disseminating content related to PD, trainers and coaches may rely on a menu of effective PD strategies.

**Table 4** provides a sample menu of PD activities differentiated based on the function of the strategy. Menu item selection should be driven by data based on need and tailored to level foci (i.e., state support to district, district support to school).

In addition to providing a menu of resources to support PD providers, leadership teams at each implementation level should also build local, or internal, PD capacity.

**Table 4. Sample Menu of PD Strategies by PD Function**

Function	Strategy
<b>Training</b>	<ul style="list-style-type: none"> <li>modeling</li> <li>discussion</li> <li>role-play activities/job aids</li> <li>simulated decision-making activities</li> <li>performance feedback</li> <li>reflection</li> </ul>
<b>Coaching</b>	<ul style="list-style-type: none"> <li>prompting (e.g., job aids)</li> <li>in-vivo modeling</li> <li>observing</li> <li>performance feedback</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>self-assessment</li> <li>observations (peer or expert)</li> <li>permanent product review</li> </ul>
<b>Dissemination</b>	<ul style="list-style-type: none"> <li>announcements</li> <li>meetings</li> <li>electronic communication</li> <li>materials distribution</li> <li>district playbook/job aids</li> </ul>

### Approaches for Developing Local PD Capacity

As states and districts become more advanced in their implementation, an explicit goal is to develop their own local PD capacity. In some regions (e.g., Northeast, Midwest) and states (e.g., FL, ME) there are training-of-trainer (TOT) approaches that (a) provide explicit training in regional or state-approved training materials and empirically-supported training and coaching approaches; (b) provide opportunities to practice training with feedback, and (c) require demonstrations

of training competence and outcomes. Other models of building local PD capacity include pairing experienced trainers/coaches with new trainers/coaches in apprenticeship or mentorship models or hybrid TOT and apprenticeship experiences.

Regardless of form, it is critical that any approach to building local PD capacity is guided by data on local strengths and need and evaluated to examine (a) fidelity and social validity of the approach (e.g., fidelity and participant perceptions of a TOT experience), (b) effects on training and coaching skills of new trainers

and coaches (e.g., observations of improved training skills), and (c) impact on implementation fidelity and outcomes (e.g., supporting schools to meet fidelity criterion on the TFI and demonstrating improved student social, emotional, and behavioral outcomes).

In addition, individual trainers and coaches can use two self-assessment tools to identify their own PD strengths and needs: (a) the PBIS Systems Trainer/Coach Self-Assessment and (b) the PBIS Tiers 1, 2, and 3 Trainer/Coach Self-Assessment (see **Appendices C and D**, respectively).

## CONCLUSION

To build expertise and internal capacity, this blueprint provides suggested steps, tools, guiding questions, and examples to support implementation efforts at the state, district, and school levels. Ensuring effective PD will increase state, district, and school leadership team capacity to sustain and scale high-fidelity PBIS implementation, which increases the likelihood of improved student outcomes.

Leadership teams can use this blueprint in tandem with the [PBIS Implementation Blueprint<sup>18</sup>](#) and [PBIS](#)

[Evaluation Blueprint<sup>19</sup>](#) to develop and implement a robust, sustainable, and scalable PBIS framework. Readers are also encouraged to frequently check the [Center on PBIS website<sup>20</sup>](#) for updated resources and use past recorded sessions from the National PBIS Leadership Forum for additional ideas and examples that can be used within PD activities as well as dozens of resources, videos, and virtual modules available on regional and state websites.

## REFERENCES

Center on Positive Behavioral Interventions and Supports (2020). *PBIS evaluation blueprint*. University of Oregon. [www.pbis.org](http://www.pbis.org).

Center on Positive Behavioral Interventions and Supports (2023). *PBIS implementation blueprint*. University of Oregon. [www.pbis.org](http://www.pbis.org).

Center on Positive Behavioral Interventions and Supports, State Implementation and Scaling up of Evidence-Based Practices Center, National Integrated Multi-Tiered Systems of Support Research Network, National Center on Improving Literacy, & Lead for Literacy Center. (October 2022). *Supporting schools during and after crisis: A guide to supporting states, districts, schools, educators, and students through a multi-tiered systems of support framework*. University of Oregon. [www.pbis.org](http://www.pbis.org).

Carroll, C., Patterson, M., Wood, S. et al. A conceptual framework for implementation fidelity. *Implementation Sci*, 2, 40 (2007). <https://doi.org/10.1186/1748-5908-2-40>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

Fintel, N. & Elfner, K. (2020). *Data Guide for Enhancing Your PBIS Framework to Address Student Mental Health*. Florida's Positive Behavior Support Project, University of South Florida.

Fox, R.A., Leif, E.S., Moore, D.W. et al. A Systematic Review of the Facilitators and Barriers to the Sustained Implementation of School-Wide Positive Behavioral Interventions and Supports. *Education and Treatment of Children*, 45, 105–126 (2022). <https://doi.org/10.1007/s43494-021-00056-0>

Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2018). Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90-100. <https://doi.org/10.1177/1098300717732066>

Horner, R. H., Sugai, G., & Fixsen, D. L. (2017). Implementing effective educational practices at scales of social importance. *Clinical child and family psychology review*, 20, 25-35.

Kennedy, S., & Jackson, K. R. (2022). *PDSA Cycles: Improvement and Implementation*. The National Implementation Research Network at the University of North Carolina at Chapel Hill. <https://nirn.fpg.unc.edu/blog/pdsa-cycles-improvement-and-implementation/>

Kittelman, A., Strickland-Cohen, M. K., Pinkelman, S. E., & McIntosh, K. (2020). Variables Contributing to Abandonment and Readoption of SWPBIS. *Journal of Positive Behavior Interventions*, 22(2), 67-77. <https://doi.org/10.1177/1098300719888748>

Kratochwill, T. R., Volpiansky, P., Clements, M., & Ball, C. (2007). Professional development in implementing and sustaining multtier prevention models: Implications for response to intervention. *School Psychology Review*, 36(4), 618–631.

McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford.

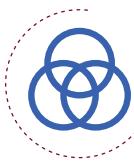
Metz, A. & Louison, L. (2019) *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).

Scherer, C. A. & Ingle, K. W. (2020). PBIS Implementation fidelity and student outcomes in an urban school district. *Voices of Reform: Educational Research to Inform and Reform*, 3, 96-117. <https://doi.org/10.32623/3.10007>.

Sugai, G., Simonsen, B., Freeman, J., & La Salle, T. (2016). Capacity development and multi-tiered systems of support: Guiding principles. *Australian Journal of Special Education*, 40(2), 80-98.

U.S. Department of Education, *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

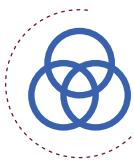
Wilkinson, S., Freeman, J., Simonsen, B., Sears, S., Byun, S. G., Xu, X., & Luh, H. J. (2020). Professional development for classroom management: A review of the literature. *Educational Research and Evaluation*, 26(3-4), 182-212. <https://doi.org/10.1080/13803611.2021.1934034>



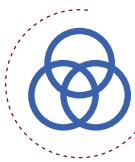
## APPENDIX A. PROFESSIONAL DEVELOPMENT PLANNING ACTIVITIES

Guiding Questions Across Phases of Implementation to Assist with the Development of a PD Action Plan, with Example Activities, Decisions, and Next Steps from a District

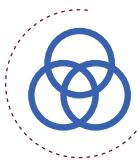
Guiding Questions	Example Activities	Example Decisions & Next Steps
<b>Getting Ready</b>		
What are the PD needs to achieve outcomes and goals?	<ul style="list-style-type: none"><li>Review multiple data sources</li></ul>	<ul style="list-style-type: none"><li>Request technical assistance (TA) from a national, regional, or state TA center</li><li>Exploration team meets with TA Center provider</li></ul>
What facilitators or barriers impact delivery of PD to support implementation efforts?	<ul style="list-style-type: none"><li>Gap Analysis: The function of a Gap Analysis is to identify the gap between current performance and desired performance; the contingencies that account for the gap; and activities that will close the gap</li></ul>	<ul style="list-style-type: none"><li>Barriers and enablers to implementation identified (e.g., key individuals, other initiatives and systems in place)</li></ul>
What facilitators or barriers impact delivery of PD to support implementation efforts?	<ul style="list-style-type: none"><li>Meet with District Team, regional and state partners, review outcomes from model schools</li></ul>	<ul style="list-style-type: none"><li>District team decides to proceed</li><li>Determine most effective use of current resources that will allow the system to achieve the goal</li><li>Determine how system will build from existing products, strategy, skills, experience.</li></ul>
How do we plan for implementation?	<ul style="list-style-type: none"><li>District Team establishes meeting cycle</li></ul>	<ul style="list-style-type: none"><li>Identify systems, evidence-based practices, and data tools likely to be necessary for implementation (what it takes to implement effectively)</li><li>District Team is familiar with implementation blueprint</li></ul>
Is the team ready to begin installation of PD to support innovation/critical practices?	<ul style="list-style-type: none"><li>Review needs, define and document innovation/critical practices</li></ul>	<ul style="list-style-type: none"><li>Team creates timelines</li></ul>
What individuals have authority to reallocate resources/facilitate implementation and connect with the PD plan?	<ul style="list-style-type: none"><li>Provide overview of innovation to key individuals, make them aware of innovation and how it addresses need and links with improvement plan</li></ul>	<ul style="list-style-type: none"><li>Key partners (individuals with authority to allocate resources and affect policy) identified and commitments are secured (e.g., Trainers and Coaches Team)</li></ul>



Guiding Questions	Example Activities	Example Decisions & Next Steps
Who will guide the implementation of PD?	<ul style="list-style-type: none"><li>• Meet with key partners and potential implementers</li><li>• Identify members for implementation team (work to allocate FTE)</li><li>• Partners actively co-construct implementation plan</li></ul>	<ul style="list-style-type: none"><li>• Implementation team established</li><li>• Coordinator with fluency in Implementation Blueprint established</li></ul>
What does implementation of PD involve?	<ul style="list-style-type: none"><li>• Develop long-term implementation plan (coordinator, coach, training, evaluation)</li></ul>	<ul style="list-style-type: none"><li>• Plan for school coaching capacity developed</li><li>• Long-term implementation plan established based on Implementation Blueprint</li></ul>
<b>Getting Started</b>		
Who are the initial implementers?	<ul style="list-style-type: none"><li>• Readiness checklist used</li><li>• State/District Superintendent invites school administrators to Overview Event</li></ul>	<ul style="list-style-type: none"><li>• Initial implementers selected</li></ul>
How do we begin implementation of the PD plan?	<ul style="list-style-type: none"><li>• Plan, schedule, and coordinate training* for: All staff, some staff, a few staff. (Team leaders, Behavior Coaches, administrators, teachers, new staff, school teams etc.)</li><li>• Develop a system to document and share core practices, materials, tools, and resources.</li><li>• Initial Training might be co-conducted by external TA provider</li><li>• Local Trainers are assigned</li></ul>	<ul style="list-style-type: none"><li>• District Team formed to support and guide effort</li><li>• Administrator complete initial training, active participant in implementation</li><li>• Initial schools are implementing innovation</li><li>• Core components are integrated across all training courses.</li><li>• All staff receive training on identified core practices.</li></ul>
How do we monitor fidelity and outcomes?	<ul style="list-style-type: none"><li>• Tool(s) identified for monitoring fidelity and used to guide training and monitor implementation</li><li>• Outcome data system identified (e.g., SWIS) and used with exemplar schools</li></ul>	<ul style="list-style-type: none"><li>• Evaluation plan implemented and data system identified</li></ul>
<b>Getting Better</b>		
How do we build local PD capacity?	<ul style="list-style-type: none"><li>• School needs identified and trained</li><li>• Cohort of coaches identified and trained by Local partners</li><li>• Build plan for training trainers</li></ul>	<ul style="list-style-type: none"><li>• Local capacity around coaching, training and TA is developed</li><li>• Plan for scaling is in place</li></ul>
What resources do we need to add more schools/core practices across tiers?	<ul style="list-style-type: none"><li>• Develop communication plan</li><li>• Assess existing resources and identify needs</li><li>• Integrate innovation/core practices with professional development activities</li><li>• Revise action plan for full implementation</li><li>• Reallocation of roles</li></ul>	<ul style="list-style-type: none"><li>• Needed resources are secured</li><li>• Action plan used to guide full implementation</li><li>• Plan for staff turnover</li></ul>



Guiding Questions	Example Activities	Example Decisions & Next Steps
How do we sustain fidelity and positive outcomes over time?	<ul style="list-style-type: none"><li>• Select recognition program</li><li>• Collect and analyze data</li><li>• Coaches and trainers use</li><li>• Blueprint/tools to guide implementation initially and over time</li><li>• Staff fluent with data tools (e.g., SWIS, progress monitoring tools) established and providing TA to schools</li><li>• Outcome data used to guide modifications of training and TA</li></ul>	<ul style="list-style-type: none"><li>• Recognition program instituted</li><li>• Data summaries and cost/benefit analyses used to monitor outcomes</li></ul>
What do we still need from the Center partners?	<ul style="list-style-type: none"><li>• Plan for ongoing collaboration</li><li>• Secure financial resources for conference planning/attending</li></ul>	<ul style="list-style-type: none"><li>• All schools at minimum implementation criteria or better within targeted tier</li><li>• Integrate universal practices in all trainings</li></ul>
How do we braid innovation with new/existing initiatives?	<ul style="list-style-type: none"><li>• Needs assessment conducted annually to determine professional development needs</li><li>• Professional development provided matched to needs assessment</li><li>• Leadership committee established to monitor incoming initiatives and blend with innovation</li></ul>	<ul style="list-style-type: none"><li>• Formal process exists to blend new initiatives with district data systems using logic of systems and outcome measures necessary for implementation of the new (evidence-based) practice</li><li>• Local context adapted to as needed (e.g., new initiatives)</li></ul>
How do we become more efficient and effective?	<ul style="list-style-type: none"><li>• Assess what is and is not working in Professional Development Plan</li><li>• Modify training/TA provision as needed</li><li>• Monitor fidelity and outcomes as innovation is adapted</li></ul>	<ul style="list-style-type: none"><li>• Multiple methods for receiving/providing training and TA developed and implemented</li><li>• Advancements in knowledge and skill provided to overall system</li><li>• Innovation continues to be implemented with high degree of fidelity</li><li>• Outcomes are maintained or enhanced over time</li></ul>
How do we share what we have learned?	<ul style="list-style-type: none"><li>• Identify who needs information</li></ul>	<ul style="list-style-type: none"><li>• Systems, practices, and outcomes shared</li><li>• Funding secured for innovation for long-term</li></ul>



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## APPENDIX B. TEMPLATE AND EXAMPLE OF DISTRICT PBIS PD PLAN WITH TRAINING CONTENT AND COACHING ACTIVITIES

### Pre-Planning PD Topic and Sequence

**Approximate time to complete:** 30 minutes

**Instructions:** Identify (a) dedicated district professional development (PD) dates, times, and locations for districtwide (DW) and schoolwide (SW), (b) target audience (e.g., all staff, new staff), and (c) PD focus (core content and outcomes) to implement PBIS with high fidelity PBIS for the entire school year.

Month	Dates, Time, & Place <i>When &amp; Where?</i>	Target Audience <i>Who will be present?</i>	PD Focus <i>What content &amp; outcomes?</i>
Jul	DW:		
	SW:		
Aug	DW:		
	SW:		
Sept	DW:		
	SW:		
Oct	DW:		
	SW:		
Nov	DW:		
	SW:		
Dec	DW:		
	SW:		

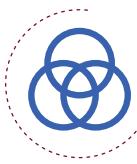


CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

Month	Dates, Time, & Place <i>When &amp; Where?</i>	Target Audience <i>Who will be present?</i>	PD Focus <i>What content &amp; outcomes?</i>
Jan	DW:		
	SW:		
Feb	DW:		
	SW:		
Mar	DW:		
	SW:		
Apr	DW:		
	SW:		
May	DW:		
	SW:		
Jun	DW:		
	SW:		



## Example District PBIS PD Plan

Month	Dates, Time, & Place		Target Audience <i>Who will be present?</i>	PD Focus <i>What content &amp; outcomes?</i>
	When & Where?			
Jul	DW:	July 24 & 25, 2025	New Teachers	Effective Classroom Practices
	SW:	July 31, 2025	School Coaches	Leadership and Teaming (TFI 3.0)
Aug	DW:	Aug 7, 2025	Principals	Monthly Meetings- Using Data for Decision Making
	SW:	Aug 7, 2025	School Coaches & Counselors	Develop System to Support Staff – PD Plan
Sept	DW:	Sept 4, 2025	Principals	Fidelity & Strengthening Tier 1
	SW:	Sept 11, 2025	School Coaches & Counselors	Fidelity & Strengthening Tier 1
Oct	DW:	Oct 2, 2025	Principals	Collaborative Process for Identifying Students
	SW:	Oct 9, 2025	School Coaches & Counselors	Collaborative Process for Identifying Students
Nov	DW:	Nov. 6, 2025	Principals	Tier 2 Interventions/Practices
	SW:	Nov. 13, 2025	School Coaches & Counselors	Tier 2 Interventions/Practices
Dec	DW:	Dec 4, 2025	Principals	Matching Student Needs to Interventions
	SW:	Dec 12, 2025	School Coaches & Counselors	Matching Student Needs to Interventions
Jan	DW:	Jan 8, 2026	Principals	Progress Monitor Tier 2 Interventions
	SW:	Jan 15, 2026	School Coaches & Counselors	Progress Monitoring Tier 2 Interventions
Feb	DW:	Feb 5, 2026	Principals	Family and Student Engagement
	SW:	Feb 12, 2026	School Coaches & Counselors	Family and Student Engagement
Mar	DW:	March 5, 2026	Principals	Assessment Overview (TFI 3.0, SAS, Climate Survey)
	SW:	March 12, 2026	School Coaches & Counselors	Assessment Overview (TFI 3.0, SAS, Climate Survey)
Apr	DW:	April 2, 2026	Principals	Crisis Planning
	SW:	April 16, 2026	School Coaches & Counselors	Crisis Planning
May	DW:	May 7, 2026	Principals	Document and Share Outcomes
	SW:	May 14, 2026	School Coaches & Counselors	Document and Share Outcomes
Jun	DW:	June 9 & 10	Principals	Attend MO SWPBS Summer Institute
	SW:	June 9 & 10	School Coaches & Counselors & PBIS Team Members	Attend MO SWPBS Summer Institute

## APPENDIX C. PBIS SYSTEMS TRAINER/COACH SELF-ASSESSMENT

### PBIS Systems Trainer/Coach Self-Assessment

**Purpose:** The purpose of the PBIS Systems Trainer/Coach Assessment is to assess the current level of knowledge, skill, and ability of Systems Trainers/Coaches as it relates to systems-level implementation of PBIS. The results from this assessment can be used for personal goal development and/or to assist schools, districts, and states in developing targeted professional development (PD) opportunities for trainers and coaches.

**Intended Users:** This Systems Trainer/Coach assessment is for individuals that provide support to State and/or District Leadership Teams.

The Systems Trainer/Coach assessment is intended for individuals that support leadership teams investing in PBIS or a multi-tiered system of support (MTSS) which emphasizes social, emotional, behavioral supports, and/or support PBIS trainers and coaches.

**Format:** The Systems Trainer/Coach Assessment is divided into three sections: Knowledge, Skill, and Support. Relevant points of connection to the State and District Systems Fidelity Inventories (SSFI and DSFI, respectively) are provided for each item within the three sections.

**Scoring:** Users are asked to reflect on their current knowledge, skills, and support structures and provide a self-assessment rating using the rating scales provided. At the end of each section, calculate a total score to gauge the overall level of knowledge, skill, or support/access. Use item and total scores to inform PD goals.

#### Using the Data for Decision Making and Action Planning:

- Districts, states, and other organizations that have PBIS Trainers/Coaches are encouraged to use the individual and aggregated results to guide professional development and technical assistance for trainers and coaches.
- Results from the PBIS Systems Trainer/Coach Assessment may be used by the individual to develop a personal growth plan with priority items actionable goals.

**Additional Considerations:** In addition to completing this assessment, it is recommended that those individuals who serve as PBIS Trainers and/or Coaches at the school, district, state, and/or organizational level also complete the Tiers 1, 2, and 3 Trainer/Coach Assessment.

## Glossary

**Coach:** A person's role/function in job embedded professional development provided to support implementation of new skills and practices. Frequently involves prompting modeling, observing, and/or providing feedback (MO SW-PBS Tier 1 Workbook, 2018).

**Code of Conduct:** A set of conventional principles and expectations considered binding and approved by the Board of Education.

**External Support/Coaching:** The Responsibility of district personnel or outside person with behavioral and PBIS expertise who do not have specific teaching or administrative duties with a school. This person engages in technical assistance activities to support educational personnel, school team and district teams.

**Feedback Loop:** A feedback loop is the part of a system in which some portion (or all) of the system's output is used as input for future use.

**Fidelity:** Through validated measurements and tools, assessing if core features of PBIS are being implemented with integrity and as intended.

**Implementation Support Providers:** The responsibility of internal or external personnel to ensure efforts to engage in determined behaviors and practices are aligned to intended key standards.

**Internal Support/Coaching:** The responsibility of school-based personnel who do not have direct teaching duties (e.g., assistant principal, school counselor) and receive additional training to serve as a direct resource to his/her colleagues on the PBIS team. Internal coaches mainly link the district PBIS initiative and the school team.

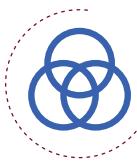
**Partners:** Anyone who has an interest in the success of a school or district.

**Technical Assistance:** Process of providing support to an organization with an identified problem or need.

**Technical Assistance Providers:** A person's role/function to assess and provide support to an organization with an identified problem or need.

**Training:** Content focused on achieving key outcomes for teams and organizing to serve as facilitated school team action planning work time. Training should be organized around short modules with clearly defined outcomes and follow basic steps as outlined in the PD Blueprint.

**Trainer:** Persons responsible for delivering content that leads to measurable outcomes among participating school teams.

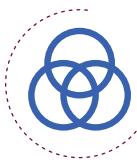


## Knowledge

Reflect on the items in this section and self-assess your current level of knowledge using the rating scale below.

3 = Fluent/Mastered    2 = Developing    1 = Limited

SSFI/DSFI Connections	Item	Self-Assessment
<b>Training:</b> 6.6 (SSFI) & 6.5 (DSFI) <b>Coaching:</b> 7.2 (SSFI) & 7.3(DSFI) <b>Evaluation:</b> 8.4 (SSFI) & 8.9 (DSFI)	<b>1. Resource Awareness:</b> I am knowledgeable about: <ul style="list-style-type: none"><li>the Center on PBIS website</li><li>state resources and technical assistance providers</li><li>materials, tools, and exemplars that are available to support district planning and implementation</li></ul>	3    2    1
<b>Leadership:</b> 1.6 (SSFI) & 1.6 (DSFI) <b>Evaluation:</b> 8.1, 8.5 (SSFI) &8.2, 8.5 (DSFI)	<b>2. Assessment Awareness:</b> I am knowledgeable about: <ul style="list-style-type: none"><li>PBIS assessments that evaluate fidelity of implementation at the organizational level (i.e., district, state)</li><li>each item within those assessments (e.g., DSFI, SSFI)</li><li>how often assessments should be completed</li></ul>	3    2    1
<b>Leadership:</b> 1.2, 1.9 (SSFI) & 1.2, 1.8 (DSFI) <b>Workforce Capacity:</b> 5.2 (SSFI) & 5.2 (DSFI) <b>Local Demo:</b> 9.1, 9.2, 9.3 (SSFI) & 9.1, 9.2, 9.3 (DSFI)	<b>3. Contextual Fit:</b> I know that the core components of implementation: <ul style="list-style-type: none"><li>remain the same across the environment</li><li>are tailored to meet the needs of key internal and external partners</li></ul>	3    2    1
<b>Partner Engagement:</b> 2.1,2.2, 2.3 (SSFI) & 2.1, 2.2, 2.3 (DSFI)	<b>4. Engagement:</b> I understand: <ul style="list-style-type: none"><li>methods to engage internal and external partners (i.e., leadership within the organization, community members, families, staff, students)</li><li>partner impact on PBIS implementation.</li></ul>	3    2    1
<b>Funding &amp; Alignment:</b> 3.1 (SSFI) & 3.1 (DSFI)	<b>5. Funding:</b> I am knowledgeable about funding sources/regulations to support and implement PBIS.	3    2    1
<b>Policy:</b> 4.2, 4.3, 4.3 (SSFI) & 4.2, 4.3, 4.4 (DSFI) <b>Workforce Capacity:</b> 5.3 (SSFI) & 5.3 (DSFI)	<b>6. Policy &amp; Implementation:</b> I am knowledgeable about how policies impact implementation of PBIS and the interaction between federal, state and local policies when proposing changes to district (i.e., code of conduct/student expectation guide, performance evaluation, office discipline referrals).	3    2    1
<b>Workforce Capacity:</b> 5.2 (SSFI) & 5.2 (DSFI)	<b>7. Staffing:</b> I am knowledgeable about how: <ul style="list-style-type: none"><li>PBIS implementation impacts personnel roles and responsibilities</li><li>how each role within a school district impacts the implementation of PBIS.</li></ul>	3    2    1



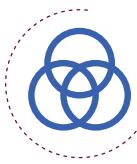
CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

SSFI/DSFI Connections	Item	Self-Assessment
<b>Coaching:</b> 7.4 (SSFI) & 7.1, 7.4 (DSFI)	<b>8. Training and Coaching:</b> I am knowledgeable about the: <ul style="list-style-type: none"><li>similarities and differences between training, technical assistance, and coaching</li><li>how to differentiate instructional practices and coaching supports.</li></ul>	3 2 1
<b>Evaluation:</b> 8.1 (SSFI) & 8.2 (DSFI)	<b>9. Data Collection &amp; Policy:</b> I am knowledgeable about: <ul style="list-style-type: none"><li>district-level and school-level data systems (e.g., data collection tools and applications)</li><li>what common data across campuses and the district impact efficiency, effectiveness, and decision making</li><li>How documentation of student behaviors (e.g., office discipline referrals) should be directly aligned to the student code of conduct.</li></ul>	3 2 1
<b>Evaluation:</b> 8.3, 8.5 (SSFI) & 8.2, 8.3, 8.5 (DSFI)	<b>10. Feedback:</b> I am knowledgeable about how to: <ul style="list-style-type: none"><li>develop an assessment and evaluation schedule</li><li>generate data reports (e.g., Big 5, outcome data by key subgroups)</li><li>monitor fidelity of implementation, (climate and culture) at the school and district levels</li><li>incorporate an evaluation feedback loop when sharing such reports and data</li></ul>	3 2 1

Total Score on Knowledge Section: \_\_\_\_\_ / 30

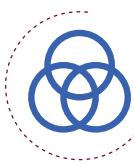


## Skill

Reflect on the items in this section and self-assess your current level of knowledge using the rating scale below.

3 = Fluent/Mastered    2 = Developing    1 = Limited

SSFI/DSFI Connections	Item	Self-Assessment
<b>Leadership:</b> 1.1, 1.2, 1.3, 1.4 (SSFI) & 1.1, 1.2, 1.3, 1.4 (DSFI)	1. Teaming Structure: I can support the district in establishing a Leadership Team for PBIS which: <ul style="list-style-type: none"><li>meets the unique contextual needs of the district</li><li>ensures membership is a fair representation of internal/external partners</li><li>has clearly identified roles and responsibilities for members</li><li>uses a standard decision-making process based upon the district's larger organizational structure</li></ul>	3    2    1
<b>Leadership:</b> 1.2, 1.4, 1.5 (SSFI) & 1.2, 1.4, 1.5 (DSFI)	<b>2. Team Meetings:</b> I can demonstrate how to facilitate team meetings where: <ul style="list-style-type: none"><li>best practice/research for effective and efficient meeting structures (e.g., standard meeting agenda, standard problem-solving process, established operating processes) are used</li><li>both the setting's (state, district, or school) and team's contextual needs are met</li><li>guiding questions are incorporated to drive dialogue and decision making</li><li>Each team member feels valued and heard</li></ul>	3    2    1
<b>Leadership:</b> 1.6, 1.10 (SSFI) & 1.6, 1.9 (DSFI) <b>Partner Engagement:</b> 2.1 (SSFI) & 2.1 (DSFI) <b>Training:</b> 6.1 (SSFI) & 6.1 (DSFI) <b>Coaching:</b> 7.4 (SSFI) & 7.4 (DSFI)	<b>3. Plan Development:</b> I can model and support how to: <ul style="list-style-type: none"><li>develop both short and long-term plans (e.g., action plans, partner engagement plans, training plans, evaluation plans)</li><li>identify goals that are SMART (specific, measurable, achievable, relevant, time-bound) based on data</li><li>align plans to the social-emotional-behavioral health initiative of the district, community, and/or state</li></ul>	3    2    1
<b>Leadership:</b> 1.7 (SSFI) & 1.7 (DSFI) Partner Engagement: 2.1, 2.3 (SSFI) & 2.1, 2.3 (DSFI)	<ul style="list-style-type: none"><li>4. Communication: I can:<ul style="list-style-type: none"><li>articulate the importance of partner engagement for a PBIS Leadership Team</li><li>guide them in developing a two-way communication process for seeking input and sharing progress</li><li>facilitating conversations where partners are valued, heard, and accepted</li></ul></li></ul>	3    2    1



SSFI/DSFI Connections	Item	Self-Assessment
<b>Funding &amp; Alignment:</b> 3.1, 3.2, 3.3, 3.4 (SSFI) & 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 (DSFI)	<b>5. Alignment:</b> I can model: <ul style="list-style-type: none"><li>each of the seven steps of alignment (audit review, staffing allocation, district budget, alignment of initiatives, initiative adoption procedures, intervention adoption procedures across tiers, annual alignment review) and</li><li>support the PBIS Leadership Team through the process</li></ul>	3 2 1
<b>Policy:</b> 4.1, 4.2, 4.3 (SSFI) & 4.1, 4.2, 4.4 (DSFI)	<b>6. Impacting Policy:</b> I can help others understand: <ul style="list-style-type: none"><li>how policies and procedures impact fidelity and outcomes</li><li>assist leaders in changing policies and procedures to include proactive, evidence-based strategies to support students' social-emotional-behavioral health needs</li></ul>	3 2 1
<b>Workforce Capacity:</b> 5.1, 5.2 (SSFI) & 5.1, 5.2 (DSFI)	<b>7. Human Resources:</b> I can: <ul style="list-style-type: none"><li>draft job descriptions which incorporate PBIS implementation</li><li>draft interview questions and scoring criteria which consider PBIS knowledge, skill, implementation experience, and beliefs about social behavior</li><li>support a PBIS Leadership Team in establishing hiring criteria and selection processes which emphasize PBIS</li></ul>	3 2 1
<b>Partner Engagement:</b> 2.2 (SSFI) & 2.2 (DSFI) <b>Policy:</b> 4.1, 4.2, 4.3 (SSFI) & 4.4, 4.5 (DSFI) <b>Training:</b> 6.1, 6.4 (SSFI) & 6.1, 6.4 (DSFI) <b>Coaching:</b> 7.4 (SSFI) & 7.4 (DSFI) <b>Evaluation:</b> 8.1, 8.2 (SSFI) & 8.1, 8.2 (DSFI)	<b>8. Data-Based Decision-Making:</b> I can teach others how to: <ul style="list-style-type: none"><li>collect school, district, and/or state-level data for social-emotional-behavioral supports (e.g., reach, process, fidelity, impact)</li><li>analyze the data for areas of success and continued improvement</li><li>consider the impact data has on policy, procedures, coaching, and professional development</li></ul>	3 2 1
<b>Training:</b> 6.6, 6.7 (SSFI) & 6.5, 6.6 (DSFI) <b>Coaching:</b> 7.4, 7.5 (SSFI) & 7.4, 7.7 (DSFI) <b>Evaluation:</b> 8.6 (SSFI) & 8.11(DSFI)	<b>9. External to Internal:</b> I can transition an organization from: <ul style="list-style-type: none"><li>external to internal implementation supports (e.g., coaching, training, evaluation, performance feedback)</li><li>while still incorporating differentiated instructional practices and coaching supports</li></ul>	3 2 1

Total Score on Skill Section: \_\_\_\_ / 27



## Support/Access

Reflect on the items in this section and self-assess your current level of knowledge using the rating scale below.

3 = Fluent/Mastered    2 = Developing    1 = Limited

SSFI/DSFI Connections	Item	Self-Assessment
<b>Workforce Capacity:</b> 5.1, 5.2 (SSFI) & 5.1, 5.2 (DSFI) <b>Training:</b> 6.3, 6.6 (SSFI) & 6.2, 6.3, 6.5 (DSFI) <b>Coaching:</b> 7.2 (SSFI) & 7.5 (DSFI)	<b>1. Networking:</b> I collaborate with individuals from a variety of departments (e.g., human resources, professional development) and/or organizations to create alignment for the PBIS framework.	3    2    1
<b>Workforce Capacity:</b> 5.2, 5.3 (SSFI) & 5.2, 5.3 (DSFI) <b>Coaching:</b> 7.4, 7.5 (SSFI) & 7.7 (DSFI) <b>Evaluation:</b> 8.3 (SSFI) & 8.3 (DSFI)	<b>2. Access to Data:</b> I have access to resources and data that identify perception of implementing PBIS at the individual, small group, class-wide, school-wide, and district-wide levels.	3    2    1
<b>Training:</b> 6.2, 6.4, 6.5 (SSFI) & 6.3, 6.4 (DSFI) <b>Coaching:</b> 7.1, 7.2, 7.3 (SSFI) & 7.3, 7.5, 7.6, (DSFI) <b>Evaluation:</b> 8.6 (SSFI) & 8.4, 8.9 (DSFI)	<b>3. Promote and Develop:</b> I have support to: <ul style="list-style-type: none"><li>promote alignment with local initiatives</li><li>share that PBIS is evidence-based</li><li>develop an annual evaluation</li><li>develop request for assistance process</li></ul>	3    2    1
<b>Training:</b> 6.2, 6.4 (SSFI) & 6.3, 6.4 (DSFI) <b>Coaching:</b> 7.2, 7.3, 7.5 (SSFI) & 7.3, 7.5, 7.6, 7.7 (DSFI) <b>Evaluation:</b> 8.4 (SSFI) & 8.4, 8.9 (DSFI)	<b>4. Retain and Sustain:</b> I have support to: <ul style="list-style-type: none"><li>provide orientation for new staff and refresher sessions for veteran staff</li><li>utilize a request for assistance process</li><li>access to a coaching network</li></ul>	3    2    1

Total Score on Support/Access Section: \_\_\_\_\_ / 12



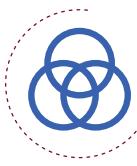
CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## Summarize PD Goals

Item	Summary
Identify areas of strength	
Identify areas of growth	
Identify goal(s) for the year	
Identify activities to reach the goal(s)	<p><b>Focus</b> (Skill to develop):</p> <p><b>Activity</b> (Training/Resources to support skill development):</p> <p><b>When</b> (Timeline to complete activities):</p> <p><b>Results</b> (Goal and evidence skill met):</p>



CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## **APPENDIX D. PBIS TIERS 1, 2, AND 3 TRAINERS/COACH SELF-ASSESSMENT**

**Purpose:** The purpose of the PBIS Trainer/Coach Self-Assessment is to assess the current level of knowledge and skills of PBIS Trainers/Coaches across Tiers 1, 2, and 3. The results from this assessment can be used for personal goal development and/or to assist districts/states in developing targeted professional development opportunities for Trainers/Coaches.

**Intended Users:** This trainer/coach self-assessment is to be completed by individuals who serve as PBIS Trainers and/or Coaches at the school, district, state, and/or organizational level.

Schools, districts, states, and other organizations that have PBIS Trainers/Coaches or school personnel that have PBIS training/coaching within their job responsibilities are encouraged to use the individual and aggregated results to guide professional development and technical assistance for trainers and coaches.

**Scoring:** Criteria for scoring each item on the self-assessment reflects the current level of knowledge that the Trainer/Coach has developed to date (1= Limited, 2 = Developing, 3 = Fluent/Mastered). At the end of each section, calculate a total score to gauge the overall level of level of knowledge, skill, or support/access. Use item and total scores to inform PD goals.

An electronic version of this self-assessment is available. This self-assessment follows the format and essential features outlined in the PBIS Center's PD Blueprint.

### **Next Steps:**

- **Action Planning with Results:** Results from the PBIS Trainer/Coach Assessment may be used by the individual Trainer/Coach and Leadership Team to develop priority action steps for growth. In addition, districts/states can use the collective data from all Trainers/Coaches within the organization for professional development (training and coaching).
- **Systems Trainers/Coaches:** In addition to completing this assessment, it is recommended that those individuals that provide support to Leadership Teams, trainers, and/or to coaches also complete the Systems Trainer/Coach Assessment.

## Glossary

**Applied Behavior Analysis (ABA):** The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior.

**Antecedent:** Conditions or circumstances that alter the probability of a behavior occurring.

**Behavior:** Any observable and measurable act of an individual.

**Behavior Intervention Plan (BIP):** A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

**Big 5 Data Report:** An office discipline report that charts frequencies of office discipline referrals by incident, behavior, location, time of day, and students.

**Consequence:** The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

**Fidelity:** Implementing a strategy as it was designed.

**Functional Behavior Assessment (FBA):** A process for identifying the events that predict the occurrence and maintenance of a behavior.

**PBISApps:** A [web-based survey and data collection site](#) operated by the University of Oregon's Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation.

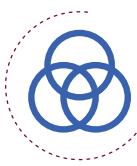
**PBIS Assessments:** An application within PBISApps that allows users to take several SW-PBS surveys.

**Social Validity:** the acceptability or relevance of a program or procedures to its consumers.

**Targeted (Secondary) Interventions:** Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

**Tertiary (Intensive) Interventions:** Interventions that require support to students with the most severe risk factors and who display chronic/repetitive patterns of violent, disruptive, or destructive behavior.

**Validity:** The extent to which an instrument or procedure demonstrates soundness. Internal validity is the extent to which the instrument or procedure assesses behavior in the domain of interest. External validity is how much the FBA/FA predicts future behavior occurrences and results in support plans that work.



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## Tier I – Training, Technical Assistance & Data Collection

At this level, Trainers/Coaches should have fluency with universal level items involving school-wide, classroom, and non-classroom settings. Trainers/Coaches should be able to facilitate team progress by guiding them through the process.

3 = Fluent/Mastered    2 = Developing    1 = Limited

Area	Item	Self-Assessment
Knowledge	<b>1. Foundation of MTSS:</b> I understand that MTSS is an overarching framework that includes both academic (e.g., Response to Intervention; RTI) and social-emotional-behavioral components (e.g., Positive Behavioral Interventions and Supports; PBIS).	3    2    1
Knowledge	<b>2. Basics of Applied Behavior Analysis:</b> I have basic foundational knowledge of Applied Behavior Analysis including: <ul style="list-style-type: none"><li>• ABCs of behavior (antecedent, behavior, consequence)</li><li>• Functional Assessment</li><li>• Data Collection</li></ul>	3    2    1
Knowledge	<b>3. Knowledge of Social-Emotional-Behavioral Initiatives:</b> I have basic foundational knowledge of explicitly teaching prosocial behavior, social emotional behavioral competencies, coping strategies, emotional regulation, mental health, wellness, and problem-solving skills.	3    2    1
Knowledge	<b>4. Understanding Interconnection of PBIS and School Mental Health Systems:</b> I have a basic understanding of an interconnected systems framework, including: <ul style="list-style-type: none"><li>• Single System of Delivery</li><li>• Integration of Mental Health Initiatives</li></ul>	3    2    1
Knowledge	<b>5. Understanding of PBIS Essential Components:</b> I understand the four core Tier 1 PBIS practices: <ul style="list-style-type: none"><li>• teaching school-wide expectations</li><li>• acknowledging appropriate behavior through positive specific feedback</li><li>• correcting errors through instructional strategies</li><li>• effective classroom practices</li></ul>	3    2    1
Skill/Ability	<b>6. Training Fluency of PBIS Essential Components:</b> I am fluent on the four core Tier 1 PBIS practices in the training/coaching I provide: <ul style="list-style-type: none"><li>• teaching school-wide expectations</li><li>• acknowledging appropriate behavior through positive specific feedback</li><li>• correcting errors through instructional strategies</li><li>• effective classroom practices</li></ul>	3    2    1
Support/Access	<b>7. Utilize Standardized Training Content Aligned to District Initiatives:</b> I have access to and utilize standardized training content for all core Tier 1 Trainings.	3    2    1



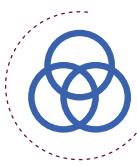
CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

## PROFESSIONAL DEVELOPMENT BLUEPRINT

Area	Item	Self-Assessment
Skill/Ability	<b>8. Provide Targeted Technical Assistance Using Data:</b> I use school implementation data [e.g., Self-Assessment Survey (SAS), School Climate Survey (SCS), Tiered Fidelity Inventory (TFI)] to determine technical assistance needs of participating schools.	3 2 1
Skill/Ability	<b>9. Analyze Monthly Discipline Data Reports with PBIS Teams and Assist in Data-Based Decision Making:</b> I am fluent in using monthly discipline data reports to drive school-wide interventions and can assist teams with problem solving and action planning around monthly “Big 5” data reports (i.e., average referral per day per month, location, problem behavior, time of day, and number of students involved). Data is reviewed regularly to assess impact of school-wide interventions	3 2 1
Skill/Ability	<b>10. Identify Patterns and Trends for Decision Making:</b> I am able to analyze disaggregated social, emotional, and behavioral (e.g., climate survey, universal screening), academic (e.g., grades, test scores), and exclusionary discipline (e.g., ODR, suspension) data to identify patterns of disproportionality to guide team decision making to promote equitable student outcomes (e.g., vulnerable decision points).	3 2 1
Support/Access	<b>11. Culturally Responsive Practices:</b> I am trained in implementing and supporting culturally responsive practices to enhance equity across universal implementation.	3 2 1
Support/Access	<b>12. Assist in Tiered Fidelity Inventory (TFI) Administration:</b> I am trained in assisting schools in administering the TFI across all three tiers.	3 2 1
Skill/Ability	<b>13. Utilize PBIS Assessments:</b> I am able to pull reports from within district databases and/or dashboards to drill down in the data to support teams to make decisions.	3 2 1
Support/Access	<b>14. Facilitate the selection and implementation of Social, Emotional, and Behavioral Screening:</b> I am trained in a behavior screening process that examines externalizing and internalizing concerns and can assist school teams to use the data as part of their decision-making process.	3 2 1
Skill/Ability	<b>15. Classroom Systems Implementation:</b> I am knowledgeable about classroom PBIS practices and am able to use a systems approach (e.g. gather data, conduct PD, and provide feedback) to train and coach district, school teams, and teachers toward implementation fidelity, including the provision of performance feedback to all teachers within a school.	3 2 1
Support/Access	<b>16. Professional Growth:</b> I regularly collect data on my performance and am provided support; I engage in continuous improvement with Tier 1.	3 2 1
Skill/Ability	<b>17. Impact:</b> I collect and analyze data on my impact towards identified Tier 1 objectives and/or outcomes.	3 2 1
Skill/Ability	<b>18. Coaching:</b> I can identify resources that individuals and/or teams may find helpful while also asking guided questions to promote and support implementation of PBIS.	3 2 1

Total Score on Tier I Section: \_\_\_\_\_ / 54



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

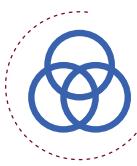
PROFESSIONAL DEVELOPMENT BLUEPRINT

## Tiers 2 & 3 – Training, Technical Assistance & Data Collection

At this level, Trainers/Coaches should have fluency with Tier 2 and Tier 3 items. Trainers/Coaches should be able to facilitate team progress by guiding them through the process.

3 = Fluent/Mastered    2 = Developing    1 = Limited

Area	Item	Self-Assessment
Knowledge	<b>1. Effective Team Processes:</b> I am knowledgeable in effective Tier 2 and 3 Team processes including: <ul style="list-style-type: none"><li>• Team Roles/Responsibilities</li><li>• Standardized Agenda Template</li><li>• Action Planning</li><li>• Communication Methods</li></ul>	3    2    1
Knowledge	<b>2. Identification Methods:</b> I am knowledgeable in multiple methods for identifying students in need of Tier 2 and Tier 3 supports, including: <ul style="list-style-type: none"><li>• Existing School Data</li><li>• Teacher Nomination</li><li>• Universal Screening</li><li>• Responsiveness to Tier 1 or Tier 2 Interventions</li></ul>	3    2    1
Skill/Ability	<b>3. Relevant Data Review:</b> I can help schools identify and review relevant student data needed to determine problem behavior and function of behavior. Types of data include: <ul style="list-style-type: none"><li>• Record Review</li><li>• Interviews</li><li>• Standard tools (e.g., FACTS, PBQ)</li><li>• Direct (ABC) Observations</li></ul>	3    2    1
Knowledge	<b>4. Tiered Interventions:</b> I am knowledgeable in evidence-based Tier 2 and Tier 3 Interventions which includes: <ul style="list-style-type: none"><li>• Social Skills Intervention Groups</li><li>• Check-in/Check-out, Check &amp; Connect, or other Self-Management strategies</li><li>• Academic supports including accommodations</li><li>• Brief Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP)</li><li>• Complex FBA and BSP</li></ul>	3    2    1
Knowledge	<b>5. Quality of Life Indicators:</b> I am fluent in assessments that include student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	3    2    1
Knowledge	<b>6. Progress Monitoring:</b> I am fluent in progress monitoring strategies and tools that can be used to graphically represent progress and assist teams in interpreting student data.	3    2    1



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

## PROFESSIONAL DEVELOPMENT BLUEPRINT

Area	Item	Self-Assessment
Knowledge	<b>7. Evaluation:</b> I am knowledgeable in Tier 2 and 3 system evaluation including: <ul style="list-style-type: none"><li>• Implementation fidelity</li><li>• Social validity</li><li>• Student outcomes</li><li>• Progress monitoring BSPs, including:<ul style="list-style-type: none"><li>• Self-monitoring techniques</li><li>• Archival data review</li><li>• Direct observations</li><li>• System analysis including:<ul style="list-style-type: none"><li>• Cost/Benefit</li><li>• Internal/external partner input</li></ul></li></ul></li></ul>	3 2 1
Skill/Ability	<b>8. Targeted Technical Assistance:</b> I use school implementation data (e.g., TFI, SAS) to determine technical assistance needs.	3 2 1
Support/Access	<b>9. Professional Growth:</b> I regularly collect data on my performance and am provided support; I engage in continuous improvement with Tier 2 and 3.	3 2 1
Skill/Ability	<b>10. Impact:</b> I collect and analyze data on my impact towards identified Tier 2 and 3 objectives and/or outcomes.	3 2 1
Skill/Ability	<b>11. Coaching:</b> I am able to identify resources that individuals and/or teams may find helpful while also being able to ask guided questions to promote and support implementation of PBIS.	3 2 1

Total Score on Tiers 2 &amp; 3 Section: \_\_\_\_\_ / 33



CENTER ON

**PBIS**Positive Behavioral  
Interventions & Supports

PROFESSIONAL DEVELOPMENT BLUEPRINT

## Summarize PD Goals

Item	Summary
Identify areas of strength	
Identify areas of growth	
Identify goal(s) for the year	
Identify activities to reach the goal(s)	<p><b>Focus</b> (Skill to develop):</p> <p><b>Activity</b> (Training/Resources to support skill development):</p> <p><b>When</b> (Timeline to complete activities):</p> <p><b>Results</b> (Goal and evidence skill met):</p>

## Embedded Hyperlinks

1. <https://www.pbis.org/resource/pbis-implementation-blueprint>
2. <https://www.pbis.org/resource/pbis-evaluation-blueprint>
3. <https://www.pbis.org/resource/ssfi>
4. <https://www.pbis.org/resource/dsfi>
5. <https://www.pbis.org/resource/tfi-3>
6. <https://www.pbis.org/resource/pbis-implementation-blueprint>
7. <https://www.pbis.org/resource/pbis-implementation-blueprint>
8. <https://flpbis.cbc.usf.edu/>
9. <https://mimtsstac.org/>
10. <https://www.midwestpbis2.org/training-content>
11. <https://pbismissouri.org/>
12. <https://nepbis.org/pbis-academy-virtual-training-page/>
13. <https://pbisnetwork.org/resources/>
14. [https://www.ops.org/cms/lib/NE50000695/Centricity/Domain/3892/MTSSB Overview Brochure .pdf](https://www.ops.org/cms/lib/NE50000695/Centricity/Domain/3892/MTSSB%20Overview%20Brochure.pdf)
15. <https://sites.google.com/mpsomaha.org/millardmtss>
16. <https://www.pbis.org/resource/pbis-evaluation-blueprint>
17. <https://www.pbis.org/resource/pbis-evaluation-blueprint>
18. <https://www.pbis.org/resource/pbis-implementation-blueprint>
19. <https://www.pbis.org/resource/pbis-evaluation-blueprint>
20. <http://www.pbis.org/>